

ELT students' communication strategies in advanced speaking classroom activities

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ABSTRACT: The purpose of this study was to investigate the communication strategies employed by ELT students in advanced speaking classroom activities. Adopting a qualitative research approach, the researcher collected the data by conducting classroom observations and interview. The results of the study showed that the ELT advanced speaking students employed fourteen communication strategies. They are correction, self-repetition, approximation, literal translation, similar sounding words, language switch, message reduction, fillers that is derived from student's local language such as 'anu', circumlocution, appeal for help, asking for repetition, asking for clarification, guessing, the use of Indonesia's slang words, and laughter strategy. The findings of this study contribute to the process of English teaching and learning since there is a possibility to help learners in learning a language through the use of CSs

Keywords: communication strategies, ELT students, classroom activities

1 Introduction

Teacher education has become one of programs choices among Indonesia's senior high school fresh graduate students. However, the students' interest in joining teacher education program do not equal with their quality of teaching. A number of studies have shown that the student teachers in Indonesia have low quality of teaching. Azkiya and Mukminin (2017), Mukminin, *et al.* (2017) found that four years of courses plus one semester of teaching practicum did not affect the quality of their teaching. For English language teaching (ELT) students, long-term formal education of English subject and four years of studying English in education program do not affect to the required level of proficiency to communicate verbally. Abrar *et al.* (2018) reported that despite the use of English as language instruction for English students teachers, they still perceive difficulties to

communicate in real life. These facts quite surprising since they are prepared to be an English teacher in the future and they have crucial role as they are the main source and facilitator of knowledge of language in a classroom. When the teacher could not communicate well during teaching, it will affect the passivity of learners, thus it could affect the implementation of communicative language teaching (Marcelino, 2015). Thus, ELT students need strategy to solve the difficulty in expressing their ideas and to exploit classroom interaction. The strategy is called communication strategies (CSs). The strategies are considered effective to strengthen both teacher and learners' strategic competence, which are a subcomponent of communicative competence.

Over the past four decades, CSs have variety of definitions and taxonomies which are proposed by scholars. Generally, there are two different perspectives of CSs, namely psycholinguistics and interactional perspectives. Faerch & Kasper (1984) who emphasize on psycholinguistic perspective view CSs as the strategies which used by the speaker when he/she encounters communication problem meanwhile Tarone (1980) who view CSs in interactional view focuses on how communication difficulties are solved through cooperation between both interlocutors. However, different views of CSs bring to one conclusion that CSs concerned on problem-orientedness, in which the strategies will only use when a speaker encounters difficulties (Ellis, 2008; Mariani 2010; Burch 2014).

The areas of recent studies of CSs focused on the interactions between interlocutors (Mariani, 2010); (Jamshidnejad, 2011); Krishnan *et al.* (2018). Meanwhile, Studies of CSs in Indonesia's context such as Hardianti (2016); Panggabean and Wardhono (2017); and Sukrilan (2014) focused on the individual speaker's performance when confronting difficulties in communication rather than on the interactions between interlocutors. Thus, the way they analyzed the CSs was limited on one or two turns of utterances. As mentioned by Foster and Ohta (2005) the analysis of CSs must be analyzed as many turns as necessary. Identifying the signal of problems in communication which based on participants' utterances that only involves one or two turns of utterances may be ambiguous. The result of analysis could be the signal of understanding, interesting, surprising, or invitation to continue the conversation for further information, and it could be also a signal of a lack of understanding and difficulties. Therefore, the present study investigated CSs based on the analysis which involve as many turns of utterances as needed.

2 Communication Strategies

Communication is the exchange of ideas, information, etc., between two or more people. In order to have a successful communication, both sender and receiver should understand each other. However, communication in the target language may encounter difficulties in expressing the ideas. Utilizing CSs is one of the methods which can be used to overcome the difficulties in expressing the idea. Dornyei and Scott (1997, p.182) define CSs as 'language devices used to overcome communication problems related to interlanguage deficiencies'.

CSs' studies have been investigated by researchers since the notion of CSs was proposed by Selinker in 1972. The increasing interest of CSs' studies has lead to the variety of definitions and taxonomies. Different researcher proposed different definition and taxonomy. For example, Faerch & Kasper (1984) defined CSs as 'potentially conscious plans for solving what an individual presents itself as a problem in reaching a particular communicative goal'. This perspective emphasizes on communication problem experienced by the speaker but not necessarily perceived by his/her interlocutor. In this perspective, CSs are defined into two criteria: problem-orientedness and potential consciousness. Different perspective was proposed by Tarone (1980). She defined CSs as 'a mutual attempt of two interlocutors to agree on a meaning or a communicative goal in a situation where the requisite meaning does not seem to be shared'. Tarone's perspective implies that CSs are used when communication problems encountered by the speaker but it needs, at least, one interlocutor to overcome the communication problem. This view emphasizes on co-operative problem-solving in communication. Different perspective, particularly in defining CSs brings the possibility to identify the criteria of CSs, namely problem-orientedness. Thus, CSs aim to handle communication problems.

In regard to the taxonomy of CSs, one of the well known taxonomy was proposed by Dornyei and Scott (1997). This taxonomy is considered as a summary of all taxonomies of CSs. This taxonomy are divided into three main categories, namely direct strategies, interactional strategies, and indirect strategies. Direct strategies refer to the speaker employs CSs to solve the problem by compensating the difficulties in expressing the target language. Interactional strategies are employed to handle the difficulties in communication cooperatively. Indirect strategies are used to prevent the communication from the interruption and keep the communication going.

3 Research Method

This study employed qualitative descriptive design. Thirty five (35) of ELT undergraduate students in one of advanced speaking classrooms were participated during classroom observations. Advanced speaking in this study is the prerequisite subject in undergraduate of English department in one of public universities in Makassar, Indonesia. The students are required to pass the basic speaking and intermediate speaking subjects in previous semesters before taking this subject. Besides, based on the interview, the participants have been learning English about three years to ten years. So, it was assumed that they were able to speak English in order to take part in communication by using English. Furthermore, these participants only received the general information about the study and did not take any detailed information of CSs that is used when communication breakdown occurred. Thus, the use of CSs occurred naturally during speaking activities. The participants have been asked to sign the consent form before the study was conducted. Moreover, four (4) students were voluntarily interviewed. The researcher used video and audio recorders to collect the data. The

data were analyzed by conversational analysis which proposed by Mazeland (2006).

4 Findings and Discussion

Based on Dornyei & Scott (1997)'s taxonomy of CSs, it was found that fifteen CSs that were utilized by advanced speaking students during four meetings of classroom observations. The findings are divided into three categories of CSs, namely direct strategies, indirect strategies, and interactional strategies. These categories are elaborated below.

4.1 Direct strategies

Extract 1: Paraphrase

NF: *well I'm not a good friend. You can ask my friend, but °they don't like.° but I always make them laugh. And I'm not a good daughter too. Why? Because I am: **make many problems***

SC: *ha ha trouble maker?*

NF: *yes trouble maker. I'm a trouble maker in my family*

NF used paraphrase strategy to compensate her unavailable item of target language. The difficulty in producing 'trouble maker' was signed by lengthening the sound of 'am'. This sound of 'am:' was used to give her time to think of the word. She tried to express the word of 'trouble maker' by describing it. This finding is line with Manzano (2018) who found that circumlocution was employed when the students attempt to describe a lexical item, an item, or an action.

Extract 2: Approximation

USY: *Eh so so I have so I have this makeup hobby and I will **develop develop** the cost. I feel that make up eh: make up is my: is my way to get eh eh additional to get additional additional eh: additional (money) for everyone every everyone purpose and campus purpose. Eh so so with the support from my parents I continued. Thank you.*

In extract 2, Usy talked about the price of her makeup service. She used the synonym of the word 'develop' to tell listeners that she will increase the price of her makeup service. In short, she used 'develop' instead of 'increase'. Extract 2 shows student used an alternative lexical item that shares the same meaning with another word. This finding is supported by Sukirlan's (2014) study who found that approximation is regarded as an alternative choice for the students when they encounter difficulty in producing particular lexical item.

The next example is literal translation. Literal translation takes place when student translates word for word, for instance from Indonesian into English.

Extract 3: Literal translation

*JS: Less holiday can generate an attitude of impatient and temperament. It makes people around to be uncomfortable. However, the worst thing about less holiday is often forgetful and small thinking. Eh: my **yesterday** holiday was in Wakatobi.*

Student Js tried to say that her last or recent holiday was in Wakatobi. She produced 'yesterday' instead of 'recent' or 'last'. This happened because of the mother tongue's interference. Regarding on the issue, the participant commented:

*JS: mungkin karena kepikiranka' kata kemarin jadi langsung' pakai yesterday (it **might be because I think about the word 'yesterday' in Indonesian. So, I used this word**)*

The interview's result shows that Js wanted to say 'liburan kemarin atau terakhir' means her last holiday. When she was speaking, she spontaneously remembered the word of 'kemarin' and translated this word literally from Indonesian to English as yesterday, though it perhaps emerged the different context.

Extract 3 is the example of literal translation strategy. The extract shows that the students translated the target language word for word. This strategy was used by the students spontaneously

when speaking because of the influence of Indonesian language as their native language.

Extract 4: self-repair

*ARD: ...When I was junior high school, I saw the army and poli police eh: I think it's happy to be army because the role of army is benefit but when I was senior high school, I **play I played** tennis, I saw Jacovic and Roger Federa, when I hit the ball when I hit the ball I feel charismatic.*

Student Ard corrected the form of his utterances because he realized he made an error. At first, he used present tense, but later he changed it immediately after realizing that the language form was incorrect. Ard repaired his error without showing any signal of difficulties and transferring his message successfully. He took the opportunity to repair his output and at the same time he also focused on the accuracy of his utterances without either a requirement to exchange information or a request by the other participants to do so. By using this strategy, the participant can pay more attention to his target language production through monitoring his own language.

Extract 5 illustrates how ELT advanced student employed correction strategies in correcting or restructuring the content of her message.

Extract 5: self-repair

*AM: ...Eh: Arrive in the hospital, the doctor say that several of my bones was broken such as my pelvis in here, the position of my: one of my pelvis not same again with in here. And also both of my sit bones was broken. So that's wh:y until now when I sit for a long time or when I stand for a long time, it still sick but I never tell my parents because I don't want they worried of me. **And then around eh ten years, I mean ten days**, I hospitalize in Makassar in Unhas hospital but same as before still nothing change...*

Student Am restructured the content of her message by saying *'I mean'*. This illustration shows that the participant was aware of the error of her utterances. Although she used correction strategy, it could be seen that the participant did not encounter or show any sign of difficulties in delivering her message. She was aware of the error and immediately restructured it without taking time to think or show any sign of difficulties.

Extract 4 and 5 show how the students employed correction strategy. Extract 4 shows the student repaired an error in language form meanwhile extract 5 shows how the student restructured the content of her message. The findings from this study were different from Jamshidnejad's (2011) study. He found that the advanced speaking students only corrected their grammar when speaking, whilst this present study found that the students employed self-correction to correct their own mistake in the language form and choice of words.

These two strategies of self-repair imply that the students were aware of their error. Furthermore, both of these extracts show that they repaired their error without showing any sign of difficulties and transferring their message successfully. The function of this strategy in these extracts is to help the students pay more attention to their target language production through monitoring their own language. In short, this strategy emphasizes on the students' accuracy on their language production. Jamshidnejad (2011) and Ohta (2001) confirmed that self-repair can keep the students promote their target language accuracy.

Extract 6: similar sounding words

*S: ...develop, I develop it by makeup in someone with any payment. Any payment. And Alhamdulillah the result is is sa satis satisfactioing and until now, I make up someone and the price is still **ship***

Ss: cheap cheap

Ss: murah

S: cheap. A good willing in the: in the in the future
Student S tried to explain that the price of her makeup service was cheap. However, the student clearly said *'ship'* and repeated it twice. The other students as the listeners requested clarification by providing the possible word which was suitable for the sentence and it was also agreed by the speaker. Similar sounding words in this case is the evidence that the student was not sure about the pronunciation of cheap in which the letter 'C' is mostly pronounced as 'Si:'. Therefore, she read that word as *'ship'* instead of *'cheap'*.

Extract 6 is the example of similar sounding words strategy. This strategy was used by the students because they were not sure about the pronunciation of the target language item. This strategy could give different meaning if the listener or the speaker did not correct it.

Extract 7: message reduction

SC: hm hm hm there is ste:ps there are there are some steps to get your to get your success. I think 0.4 it seems like a: boat? When we put eh: stone eh some stones and we just put each together.

L: [hm]

SC: [and then] it will be tumpah-tumpah

SS: ((laughing))

SC: [but if you-]

L: [you mean overflow?]

SS: overflow

SC: yeah overflow, but if you put it one by one and then you: put it eh: 0.3 how to say it in English? 0.2 like that and then you can eh: let it (flow)

Student SC in Extract 7 confronted difficulties in saying her intended meaning. At first, she was going to say something, but in the middle of her speech, she said *'how to say it in English?'* as a sign that she faced troubles in expressing her intended utterances. Thus, she did not finish what she was going to say by saying *'like that'* at the end.

Extract 7 shows that the student employed topic avoidance strategy when confronted difficulties in communication. This strategy was employed by the student to let the message unfinished. Furthermore, the minimal occurrences of the learners' use of avoidance imply that the learners were risk takers. It is in line with Manzano (2018) who also found that message reduction occurs when the learners kept away from uttering a lexical item due to their absence in their linguistic repertoire and inability to retrieve the lexical items that could represent their thought.

Extract 8 shows that student NF inserted Indonesian word in her utterances. During the observation, she was reported switching her language thrice when speaking.

Extract 8: language switch

NF: *and: that's because I'm the last children. you know right? **anak bungsu** is always be a trouble maker*

SS : *yes*

NF: *because because we are too °dimanja°. We have so much love.*

NF inserted Indonesian word °dimanja° to combine with the target language. She utilized language switch strategy to reveal the ideas which could not be expressed in the target language. This strategy was caused by the lack of English knowledge or the lack of vocabulary resources in English.

Extract 8 is the example of language switch strategy. This strategy was used by students when they lack of lexical items and wanted to reveal the unexpressed ideas in the target language. It is in line with Mahmud's study (2017) who found that language switch has a function to help students communicate their ideas or messages. Furthermore, the finding of this study was also supported by Bahous et al. (2013) who found that language switch occurred due to the students' lack of English. Thus, they utilize code switching since it is a faster and an easier way to get the message across.

4.2 Indirect strategies

One of the strategies most frequently used by participants during observation was self-repetition. These following extracts are two examples of the self-repetition strategy which were used by advanced learners in this study.

Extract 9: self-repetition

ZH: *some some experts state that left brain is the center of mathematics and Intelligence of Qoutient or IQ. 0.3 How about the: right brain?(.) right brain works in something that related with social such as(.) communication, 0.3 eh interaction with others, and art such as singing, painting, and dancing, and all of creative activities. And experts state that right brain is the center of emotional Quotient or EQ. So, eh 0.3 I think eh we have to know eh eh who we are. Eh weather **we are eh: we are we are •we are• eh •we are• 0.13.** okay I think we have to know who we are. Weather we are the left brainer or the the right brainer.*

In Extract 9, student Zh encountered difficulties in expressing his intended message. Thus, he used self-repetition strategy along with fillers and silence strategy to gain more time to think. He repeated his utterances five times following the silence for thirteen seconds. Repetition strategy followed by silence was a result of difficulties he encountered in the middle of his speech. The result of this study is in line with Manzano (2018) who mentioned that this strategy is considered as time-gaining strategy in communication. When learners utilized repetition as communication strategy, they were perceived to be having difficulties in continuing their present thought, that they repeated the words to sustain their production, and at the same time they searched for the needed item.

Extract 10: filler

L: em all the experience in teaching in Dubai and why should that experience be talked to other people?

*Sc: because it's different from **apa?em**: non-muslim people to teach in Islamic country*

0.2

L: ya. In her opinon, the interesting thing that eeh: she is not muslim and she experienced many years teaching English in Dubai.

Extract 10 is categorized within lexicalized and non-lexicalized fillers. Lexicalized filler is 'apa?' and non-lexicalized filler is 'em'. Filler strategies occurred twice on the example indicated that she faced difficulty in expressing her intended message.

Extract 11

*ARD: ...and you know?(.) Islam teach us about the true feminism. Because in Islam, a woman is : 0.2 something wonderful, something amazing, and really really special. Why in (.) hadits say **anu** hadits or qur'an, 0.2 women, three times more special...*

Student Ard also employed filler to smooth his talk. He said 'anu' that is derived from his L1 but has no meaning. *Anu* is an informal language which is used by Makassar or Bugis people to express something that they do not know or forget. It may refer to the object or the name of a person. This word has variety of meaning that depends on the context. If it is used as a substitute of the name of a person, it is related with politeness or impoliteness. People only used this word to the person that coeval or younger with the speaker. If they used it as a substitute of a name to call the older one, it will become impoliteness. In other context, it may also use to change the name of the object. They change it to 'anu' because they may forget or do not know about the name of the object. In the context of student Ar, he employed 'anu' in order to hold the floor because he forget the content of Qur'an or *Hadits* that he wanted to say. This word is just used

to give his time to think of his next utterances. Filler strategies in these examples were used by the speaker to gain time to think of what she was going to say. This is in line with Jamshidnejad (2011) who found that filler is used to give the speaker time to retrieve his ideas.

4.3 Interactional strategies

The following example illustrates how students asked listeners to assist them when the target language was limited or forgotten.

Extract 12: appeal for help

*W : ya. Because I have to do. I have get **eh: apa sih** I have get **eh:** registrasi anggota in my institution. So if I cancel this plan, **I can't be eh:***

SC: °the member?°

W : e he (agreeing with the Sc's advise). The member of this...

Extract 12 illustrates student W facing difficulties in expressing her intended meaning. First, when she wanted to say about the member registration in English, she tried to use filler twice by stretching the sound of 'eh:'. Then, she used filler again by switching her language from English into Indonesian by saying 'apa sih' for asking a help. These strategies were used to gain time to think of the intended word, yet obviously she found difficulties. Second, when she could not say 'the member' in English, she repeated the same strategy by lengthening the sound of 'eh:' in her last utterances. It was to sign listeners to help her. Student SC at that time helped her by providing a possible word that she wanted to use.

During the classroom observations, the researcher also found that the participants were trying to ask listeners by switching their language into Indonesian. The following example is presented

Extract 13: appeal for help

NM: so you will feel 0.2 °apa kenyang?°

SC: full

NM: *so: what I want to tell you all is instant noodle not really harmful for yourself. So don't be:*

S: °*afraid*°

S: °*scared*°

In extract 13, the student encountered some difficulties in recalling the target language items. Hence, she asked for a help by asking a question in Indonesian '*apa kenyang?*'. It was a sign that she was seeking her peers' help while performing the task because she lacked of target language item's requirement. In her next utterance, this student was also lengthening the sound of '*be:*' to give her time in recalling or signaling the listener to help her. Then, two other students provided several possible words for her. Although speaker Nm rejected those words, she tried another strategy to keep her message delivered by employing language switch strategy '*Jangan ragu*'.

Another example is when the participant tried to use appeal for help strategy by pausing for seconds as the following example:

Extract 14: appeal for help

AN: *and eh I will ask you, what is the sleep?*

S: *sleep is we close our eyes and then we we-*

RD: *dreaming*

S: *close our mind*

SC: *actually I don't know what is the meaning of sleep hehehe*

AN: *thank you very much for your*

0.2

SC: *response*

AN: *response...*

In this example, student An faced a difficulty in expressing her intended message. It was shown by pausing for two seconds which occurred in the end of her utterances. The sign of pause in this extract was an indirect sign by the speaker to listeners to help her providing the suitable word so that she could continue her speech.

Extract 13-14 can be categorized as appeal for help strategy. This strategy employed by the speaker

to help them to complete the word or phrase in their utterances. The utilization of this strategy implies that the students get an opportunity to help each other in completing utterances and at the same time, they can share their knowledge. This finding was supported by Jamshidnejad's (2011) study who found that appeal for help strategy is a strategy to help the participants in completing, assisting, and sharing their knowledge when one of them encounters difficulties in producing his speech. Dornyei & Scott (1997) also mentioned that this strategy is a strategy involving participants to cope with difficulties by exchanging cooperatively.

Extract 15: asking for clarification

ZH: *if your finger is parallel, Sejajar, eh with your finger eh with the tail of the Q, please write down the letter A.*

S: *sejajar dengan apa bro?*

S: *•maksudnya sejajar apa?•*

ZH: *if your finger is eh parallel with the tail of Q, write A ((drawing the example on the white board)). But if your finger is not parallel with the tail of the letter Q, please write down the letter B...*

Student ZH tried to give an instruction to the listeners but he could not be easily understood by the listeners. Therefore, two students asked him in a row by saying it in Indonesian '*sejajar dengan apa bro?*', '*maksudnya sejajar apa?*' which meant '*what do you mean by parallel?*'. Then, student ZH tried to explain it by illustrating it on the white board. Extract 15 shows example of asking for clarification that was used by the student to request an explanation of unfamiliar information.

Extract 16: asking for repetition

ZH: *if your if your finger is parallel with the letter Q please write down the letter A*

SS: *apa? apa? (pardon? pardon?)*

ZH: *if your finger is parallel, Sejajar, eh with your finger eh with the tail of the Q, please write down the letter A.*

Extract 16 shows that students in the classroom were confused with the utterances produced by Zh. Thus, they were asking for repetition in the next utterance by saying it in Indonesian ‘apa?’ which means ‘pardon?’ or ‘what?’. In the last utterances, student Zh tried to make his listeners understand by translating the word ‘parallel’ into Indonesian. Extract 16 is the example of asking for repetition strategy. Asking repetition was performed by the students because they missed what the speaker said. Thus, the function of this strategy is to help listener receive information well and clearly.

The findings of asking for clarification and asking for repetition were supported by Jamshidnejad’s (2011) study which found that these strategies were a sign of problems in understanding of the speaker’s utterances, so that it demanded the students to ask for clearer information by asking for repeating the utterances.

Extract 17: guessing

W: *ya. Because I have to do. I have get eh: apasih I have get eh: registrasi anggota in my institution. So if I cancel this plan, I can’t be eh:*

Sc: **•the member?•**

W: *e he (agreeing with the Sc’s advise)...*

W as a speaker was unable to express her intended message. It was indicated through her act of prolonging the sound of ‘eh:’ in the end of her utterances while she was thinking of the term to be used. Eventually, Sc completed the message by guessing or providing ‘the member’ which was agreed by W. Extract 17 is categorized as guessing strategy. The function of this strategy is to help the speaker complete his/her utterances when the listener provides or guesses a suitable expression for the utterances. This finding is in line with Rababah (2015) who mentioned that guessing strategy is a compensatory strategy, in which the listener helps the speaker complete an utterance.

Extract 18: the use of Indonesia’s slang word

NF : *I know that was wro:ng but eh: I’m still a human too. So that’s why I don’t use my hijab. Well, another thing. If I have ninety percents bad thing on me, I still have good person. It’s better than nothing*

SS : *eeeewwwww*

NF : *why? Because I feel happy. I’m really really happy if I make someone laugh. So ((requesting her friends to laugh by swaying her hands))*

SC : *((laughing))*

NF : *it was really (.) **krik***

SS : *((laughing))*

NF : *so, mm I’m not a good ah i’m not a good student too...*

In extract 18, NF tried to jesting with her friends but she ended up by throwing a flat joke. In the next utterance, she tried again to take time by giving comment that her joke is flat. She expressed it by saying Indonesia’s slang word ‘krik’ which expresses a flat joke or awkward situation. The use of the slang word in this context helped the speaker to formulate her language production. It shows in the previous utterances of the speaker who repeated the word of happy ‘because I feel happy. I’m really really happy...’. Repetition here shows that she did not know what to say next, thus she ended up asking her friends to laugh and gave comment by using slang words.

Extract 19: Laughter strategy

JS: *I saw the (dead) snake the dead sea snake while my position at that time was on the sea cliff and suddenly the big waves come, and it makes me panic and scream but quickly the guide save me and I said to them that: there was a sea snake and he said ((laughing)) and he said it’s okay as long as you’re not disturb it, it will not bite. Ya, of course eh: anybody even human do not like being disturbed and we will cruel if we disturbed, right?*

Extract 19 shows that JS was talking about her experience in snorkelling. In the last utterances she tried to continue her speech but she was laughing in the middle of her speech. The student employed laughter as a strategy to think about what she was going to say. It has the same function as filler. Bachorowski and Owen (2001) who investigated the impact of laughter in the classroom found that laughter could provide a positive atmosphere in the classroom. Laughter as a subconscious strategy sometime occurred because the situation is challenging. Laughter becomes the sign of the speakers that they explicit help from others or they take time to formulate their language production.

5 Conclusion

With regards to the findings of this study, communication strategies utilized by ELT advanced speaking students can be categorized into three parts, namely direct, indirect, and interactional strategies. Some of the strategies that frequently used were fillers, self-repetition, self-repair, code-switching, and asking for repetition. Moreover, the frequently used of self-repair by ELT advanced speaking students indicates the role of CSs does not only emphasize on fluency in conversation but also the accuracy of students' language production. ELT advanced speaking students utilized this strategy to show that they were aware of their error and were repairing it immediately. The utilization of CSs by these students also indicates the students' independence. Independence means that the ability of the students to communicate without resorting to the lecturer's helped and could send their message successfully. Within Dornyei & Scott (1997) 's framework, new communication strategies were produced, which are the use of fillers of 'anu' that is derived from the student's local language, the use of Indonesia's slang word, and laughter strategy. These

strategies were used by the students to give their time to formulate the next language production.

The findings of this study contribute to the process of English teaching and learning since CSs have possibility to help learners in learning a language through the use of CSs. Raising the students' awareness which related to CSs is important. It may be effective for learners since it helps them to solve communication difficulties as well as to practice the target language by trying to maintain conversation and/or being aware of their language production. Teaching CSs may be useful to raise their awareness of CSs. Thus, when the students are aware of the use of CSs, their confidence in speaking English may enhance.

Further study needs to conduct a study in a large scale such as involving more participants in several universities since the study was only conducted in one classroom in one of public universities in Makassar because of time constraints and the results of this study cannot be generalized.

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